TEACHERS COLLEGE RECORD

VOLUME 105

Index

February 2003, 1–182
(Book Reviews)
March 2003, 183–314
April 2003, 315–544
May 2003, 545–698
(Book Reviews)
June 2003, 699–912
August 2003, 913–1178
September 2003, 1179–1398
(Book Reviews)
October 2003, 1399–1622
December 2003, 1623–1812

ARTICLES

The Adequacies and Inadequacies of Three Current Strategies to Recruit, Prepare and Retain the Best Teachers for all Students. KENNETH M. ZEICHNER, 490

Anthropology, Culture, and Research on Teaching and Learning: Applying what We Have Learned to Improve Practice. MICHELE FOSTER, JEFFREY LEWIS, AND LAURA ONA-FOWORA, 261

Changing Literacy. DEBORAH BRANDT, 245

Constructive Conflict: How Controversy Can Contribute to School Improvement. CYNTHIA ULINE, MEGAN TSHANNEN-MORAN, AND LYNNE PEREZ, 782

Constructivist Pedagogy. VIRGINA RICHARDSON, 1623

The Debate Continues: Further Evidence of Discontinuity in Dewey's Philosophy. RICHARD S. PRAWAT, 893

Education for Global Understanding: Learning from Dewey's Visit to Japan. NAOKO SAITO, 1758

Effects of Early Acceleration of Students in Mathematics on Attitudes Toward Mathematics and Mathematics Anxiety. XIN MA, 438

Emerging Forms of School Organization. PATRICIA RUFO-LIGNOS AND CRAIG E. RICHARDS, 753

Equity for Linguistically and Culturally Diverse Students in Science Education: A Research Agenda. OKHEE LEE, 465

"Especially Special": Learning About Jews in a Fundamentalist Christian School. SIMONE SCHWEBER AND REBEKAH IRWIN, 1693

Fighting for Respect in Urban High Schools. ANNETTE HEMMINGS, 416

Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice. STEVEN ATHANASES AND BETTY ACHINSTEIN, 1486

The Functions of Teacher Emotions: The Good, the Bad, and the Ugly. KEN WINOGRAD, 1641

How Teachers Establish Psychological Environments During the First Days of School: Associations With Avoidance in Mathematics. HELEN PATRICK, JULIANNE C. TURNER, DEBRA MEYER, AND CAROL MIDGLEY, 1521

Inside Teacher Community: Representations of Classroom Practice. JUDITH WARREN LITTLE, 913

Integrating Digital Tools Into a Culturally Diverse Curriculum: An Assessment Model for the Pacesetter Program. CLIFFORD HILL, 278

Introduction to Special Issue on Urban Education and Cultural Diversity. CLIFFORD HILL, 183

A Manifesto for Instructional Technology: Hyperpedagogy. JIM DWIGHT AND JIM GARRISON, 699

Measuring Discrimination in Education: Are Methodologies From Labor and Markets Useful?. HARRY J. HOLZER AND JENS LUDWIG, 1147

Measuring Racial Disparities and Discrimination in Elementary and Secondary Education: An Introduction. MARILYN DABADY, 1048

Movements of Mind: The Matrix, Metaphors, and Re-imagining Education. ALISON COOK-SATHER, 946

TEACHERS COLLEGE RECORD

VOLUME 105

Index

February 2003, 1–182
(Book Reviews)
March 2003, 183–314
April 2003, 315–544
May 2003, 545–698
(Book Reviews)
June 2003, 699–912
August 2003, 913–1178
September 2003, 1179–1398
(Book Reviews)
October 2003, 1399–1622
December 2003, 1623–1812

ARTICLES

The Adequacies and Inadequacies of Three Current Strategies to Recruit, Prepare and Retain the Best Teachers for all Students. KENNETH M. ZEICHNER, 490

Anthropology, Culture, and Research on Teaching and Learning: Applying what We Have Learned to Improve Practice. MICHELE FOSTER, JEFFREY LEWIS, AND LAURA ONA-FOWORA, 261

Changing Literacy. DEBORAH BRANDT, 245

Constructive Conflict: How Controversy Can Contribute to School Improvement. CYNTHIA ULINE, MEGAN TSHANNEN-MORAN, AND LYNNE PEREZ, 782

Constructivist Pedagogy. VIRGINA RICHARDSON, 1623

The Debate Continues: Further Evidence of Discontinuity in Dewey's Philosophy. RICHARD S. PRAWAT, 893

Education for Global Understanding: Learning from Dewey's Visit to Japan. NAOKO SAITO, 1758

Effects of Early Acceleration of Students in Mathematics on Attitudes Toward Mathematics and Mathematics Anxiety. XIN MA, 438

Emerging Forms of School Organization. PATRICIA RUFO-LIGNOS AND CRAIG E. RICHARDS, 753

Equity for Linguistically and Culturally Diverse Students in Science Education: A Research Agenda. OKHEE LEE, 465

"Especially Special": Learning About Jews in a Fundamentalist Christian School. SIMONE SCHWEBER AND REBEKAH IRWIN, 1693

Fighting for Respect in Urban High Schools. ANNETTE HEMMINGS, 416

Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice. STEVEN ATHANASES AND BETTY ACHINSTEIN, 1486

The Functions of Teacher Emotions: The Good, the Bad, and the Ugly. KEN WINOGRAD, 1641

How Teachers Establish Psychological Environments During the First Days of School: Associations With Avoidance in Mathematics. HELEN PATRICK, JULIANNE C. TURNER, DEBRA MEYER, AND CAROL MIDGLEY, 1521

Inside Teacher Community: Representations of Classroom Practice. JUDITH WARREN LITTLE, 913

Integrating Digital Tools Into a Culturally Diverse Curriculum: An Assessment Model for the Pacesetter Program. CLIFFORD HILL, 278

Introduction to Special Issue on Urban Education and Cultural Diversity. CLIFFORD HILL, 183

A Manifesto for Instructional Technology: Hyperpedagogy. JIM DWIGHT AND JIM GARRISON, 699

Measuring Discrimination in Education: Are Methodologies From Labor and Markets Useful?. HARRY J. HOLZER AND JENS LUDWIG, 1147

Measuring Racial Disparities and Discrimination in Elementary and Secondary Education: An Introduction. MARILYN DABADY, 1048

Movements of Mind: The Matrix, Metaphors, and Re-imagining Education. ALISON COOK-SATHER, 946

Networking for Teacher Learning: Toward a Theory of Effective Design. JOSEPH P. McDONALD AND EMILY J. KLEIN, 1606

A New Role in Facilitating School Reform: The Case of the Educational Technologist. JUDITH DAVIDSON, 729

Oculareentrism, Phonocentrism and the Counter Enlightenment Problematic: Clarifying Contested Terrain in Our Schools of Education. PHIL FRANCIS CARSPECKEN, 978

Of What Use Is It? Multiple Conceptualization of Service Learning. DAN W. BUTIN, 1674

Parents and the Politics of Homework: Some Historical Perspectives. BRIAN P. GILL AND STEVEN L. SCHLOSSMAN, 846

Practicing for Equity From the Standpoint of the Particular: Exploring the Work of One Urban Teacher Network. THEA RENDA ABY EL-HAJ, 817

Preparing Early Childhood Educators to Work in Diverse Urban Settings. DIANE M. HORM, 226

Preparing Teachers for Diverse Classrooms: Creating Public and Private Spaces to Explore Culture Through Poetry Writing. CHERYL L. ROSAEN. 1437

Race Discrimination in Education: A Legal Perspective. JAMES E. RYAN, 1087

Race, Gender, and the Early PTA: Civic Engagement and Public Education, 1897–1924. CHRISTINE WOYSHNER, 520

Racial Disparities and Discrimination in Education: What Do We Know, How Do We Know It, and What Do We Need To Know?. GEORGE FARKAS, 1119

Reconciling the Pedagogical Goal and the Measurement Goal of Evaluation: The Perspectives of Teachers in the Context of National Standards. JACQUELIEN BULTERMAN-BOS, NICO VERLOOP, JAN TERWEL, AND WIM WARDEKKER, 344

Revisiting Classroom Authority: Theory and Ideology Meet Practice. JUDITH L. PACE, 1559

Staying Close to the Teacher. JONATHAN G. SILIN AND FRAN SCHWARTZ, 1586

Telling Tales Over Time: Constructing and Deconstructing the School Calendar. JOEL WEISS AND ROBERT S. BROWN, 1720

The Twisting Path of Concept Development in Learning to Teach. PETER SMAGORINSKY, LESLIE SUSAN COOK, AND TARA STAR JOHNSON, 1399

Urban Education. EDMUND W. GORDON, 189

Urban Education: Challenges in Educating Culturally Diverse Children. MIN ZHOU, 208

We've Come a Long Way—Maybe: New Challenges for Gender Equity in Education. RENEE SPENCER, MICHELLE V. PORCHE, AND DEBORAH L. TOLMAN, 1774

What Counts As Teacher Research? Investigating the Scientific and Mathematical Ideas of Children From Culturally Diverse Backgrounds. CYNTHIA BALLENGER AND ANN S. ROSEBERY, 297

What Happens During the School Day? Time Diaries from a National Sample of Elementary School Teachers. JODIE ROTH, JEANNE BROOKS-GUNN, MIRIAM LINVER, AND SANDRA HOFFERTH, 317

When Are Racial Disparities in Education the Result of Racial Discrimination? A Social Science Perspective. ROSLYN ARLIN MICKELSON, 1052

Who Values the GED? An Examination of the Paradox Underlying the Demand for the General Educational Development Credential. THOMAS M. SMITH, 375

Zero Tolerance Policy in Schools: Rationale, Consequences and Alternatives. RONNIE CASELLA, 872

AUTHORS

ATHANASES, STEVEN AND BETTY ACHINSTEIN. *Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice*, 1486

BALLENGER, CYNTHIA AND ANN S. ROSEBERY. *What Counts As Teacher Research? Investigating the Scientific and Mathematical Ideas of Children From Culturally Diverse Backgrounds*, 297

BRANDT, DEBORAH. *Changing Literacy*, 245

BULTERMAN-BOS, JACQUELIEN, NICO VERLOOP, JAN TERWEL AND WIM WARDEKKER. *Reconciling the Pedagogical Goal and the Measurement Goal of Evaluation: The Perspectives of Teachers in the Context of National Standards*, 344

BUTIN, DAN W. *Of What Use Is It? Multiple Conceptualization of Service Learning*, 1674

CARSPECKEN, PHIL FRANCIS. *Ocularcentrism, Phonocentrism and the Counter Enlightenment Problematic: Clarifying Contested Terrain in Our Schools of Education*, 978

CASELLA, RONNIE. *Zero Tolerance Policy in Schools: Rationale, Consequences and Alternatives*, 872

COOK-SATHER, ALISON. *Movements of Mind: The Matrix, Metaphors, and Re-imagining Education*, 946

DABADY, MARILYN. *Measuring Racial Disparities and Discrimination in Elementary and Secondary Education: An Introduction*, 1048

DAVIDSON, JUDITH. *A New Role in Facilitating School Reform: The Case of the Educational Technologist*, 729

DWIGHT, JIM AND JIM GARRISON. *A Manifesto for Instructional Technology: Hyperpedagogy*, 699

EL-HAJ, THEA RENDA ABY. *Practicing for Equity From the Standpoint of the Particular: Exploring the Work of One Urban Teacher Network*, 817

FARKAS, GEORGE. *Racial Disparities and Discrimination in Education: What Do We Know, How Do We Know It, and What Do We Need To Know?*, 1119

FOSTER, MICHELE, JEFFREY LEWIS AND LAURA ONAFOWORA. *Anthropology, Culture, and Research on Teaching and Learning: Applying what We Have Learned to Improve Practice*, 261

GILL, BRIAN P. AND STEVEN L. SCHLOSSMAN. *Parents and the Politics of Homework: Some Historical Perspectives*, 846

GORDON, EDMUND W. *Urban Education*, 189

HEMMINGS, ANNETTE. *Fighting for Respect in Urban High Schools*, 416

HILL, CLIFFORD. *Introduction to Special Issue on Urban Education and Cultural Diversity*, 183

HILL, CLIFFORD. *Integrating Digital Tools Into a Culturally Diverse Curriculum: An Assessment Model for the Pacesetter Program*, 278

HOLZER, HARRY J. AND JENS LUDWIG. *Measuring Discrimination in Education: Are Methodologies From Labor and Markets Useful?*, 1147

HORM, DIANE M. *Preparing Early Childhood Educators to Work in Diverse Urban Settings*, 226

LEE, OKHEE. *Equity for Linguistically and Culturally Diverse Students in Science Education: A Research Agenda*, 465

LITTLE, JUDITH WARREN. *Inside Teacher Community: Representations of Classroom Practice*, 913

MA, XIN. *Effects of Early Acceleration of Students in Mathematics on Attitudes Toward Mathematics and Mathematics Anxiety*, 438

McDONALD, JOSEPH P. AND EMILY J. KLEIN. *Networking for Teacher Learning: Toward a Theory of Effective Design*, 1606

MICKELSON, ROSLYN ARLIN. *When Are Racial Disparities in Education the Result of Racial Discrimination? A Social Science Perspective*, 1052

PACE, JUDITH L. *Revisiting Classroom Authority: Theory and Ideology Meet Practice*, 1559

PATRICK, HELEN, JULIANNE C. TURNER, DEBRA MEYER, AND CAROL MIDGLEY. *How Teachers Establish Psychological Environments During the First Days of School: Associations With Avoidance in Mathematics*, 1521

PRAWAT, RICHARD S. *The Debate Continues: Further Evidence of Discontinuity in Dewey's Philosophy*, 893

RICHARDSON, VIRGINA. *Constructivist Pedagogy*, 1623

ROSAEN, CHERYL L. *Preparing Teachers for Diverse Classrooms: Creating Public and Private Spaces to Explore Culture Through Poetry Writing*, 1437

ROTH, JODIE, JEANNE BROOKS-GUNN, MIRIAM LINVER AND SANDRA HOFFERTH. *What Happens During the School Day? Time Diaries from a National Sample of Elementary School Teachers*, 317

RUFO-LIGNOS, PATRICIA AND CRAIG E. RICHARDS. *Emerging Forms of School Organization*, 753

RYAN, JAMES E. *Race Discrimination in Education: A Legal Perspective*, 1087

SAITO, NAOKO. *Education for Global Understanding: Learning from Dewey's Visit to Japan*, 1758

SCHWEBER, SIMONE AND REBEKAH IRWIN. *"Especially Special": Learning About*

Jews in a Fundamentalist Christian School, 1693

SILIN, JONATHAN G. AND FRAN SCHWARTZ. *Staying Close to the Teacher*, 1586

SMAGORINSKY, PETER, LESLIE SUSAN COOK, AND TARA STAR JOHNSON. *The Twisting Path of Concept Development in Learning to Teach*, 1399

SMITH, THOMAS M. *Who Values the GED? An Examination of the Paradox Underlying the Demand for the General Educational Development Credential*, 375

SPENCER, RENEE, MICHELLE V. PORCHE, AND DEBORAH L. TOLMAN. *We've Come a Long Way—Maybe: New Challenges for Gender Equity in Education*, 1774

ULINE, CYNTHIA, MEGAN TSHANNEN-MORAN AND LYNNE PEREZ. *Constructive Conflict: How Controversy Can Contribute to School Improvement*, 782

WEISS, JOEL AND ROBERT S. BROWN. *Telling Tales Over Time: Constructing and Deconstructing the School Calendar*, 1720

WINOGRAD, KEN. *The Functions of Teacher Emotions: The Good, the Bad, and the Ugly*, 1641

WOYSHNER, CHRISTINE. *Race, Gender, and the Early PTA: Civic Engagement and Public Education, 1897–1924*, 520

ZEICHNER, KENNETH M. *The Adequacies and Inadequacies of Three Current Strategies to Recruit, Prepare and Retain the Best Teachers for all Students*, 490

ZHOU, MIN. *Urban Education: Challenges in Educating Culturally Diverse Children*, 208